A STUDY OF TEACHER EFFECTIVENESS IN RELATION TO THINKING STYLE, OCCUPATIONAL STRESS AND DEMOGRAPHIC VARIABLES OF SECONDARY SCHOOL TEACHERS

A
REVISED SYNOPSIS
Submitted to
Dayalbagh Educational Institute
(Deemed University)
For the Partial Fulfillment
Of the Requirements for the Degree of
DOCTOR OF PHILOSOPHY
IN
EDUCATION
[2014]

Supervisor
Dr. P.S.Tyagi
Associate Professor,
Faculty of Education

Researcher
Binti Dua

Prof. Vibha Nigam,
Dean & Head
Deptt. of Pedagogical Sciences
Faculty of Education

Prof. Anand Pyari
Head
Deptt. Foundation of Education
Faculty of Education

Faculty of Education
Dayalbagh Educational Institute
(Deemed University), Dayalbagh, Agra

1.0.0 INTRODUCTION

The change in the human society is an indispensable phenomenon and to maintain pace with this change in the society as a whole the most appropriate medium is education. Education has a main role to play in personal and social development. Education cannot be considered to be as a single solution or magical formula to drive away the evils of the society, but it definitely is the principal means available to foster a deeper and more harmonious form of human development which ultimately gives the technological and scientific changes. The changes have accelerated the rate at which changes occur in the world today. In order to meet the ever growing demands of society one needs to put dynamic and ever evolving system of education and this task of building an enlightened, strong and prosperous society rests on the shoulders of its children nurtured and developed with tenderness and care. Education has always contributed to the shaping of the destinies of societies in all the phases of their development. (CASE report, 2007)

The entire humanity is the crop of a real teacher. Also, he/she is the gardener who possesses the entire humanity and the whole nation is the building by the teacher. It is generally agreed that the quality and success of the school environment depends on the quality and caliber of the teachers.

Teacher Effectiveness

The **Secondary Educational Commission** (1952-1953) has rightly stated: **we are however convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training, and the place that he occupies in the school as well as in the community.**

Teacher's effectiveness is the ability and the interaction between the physical, intellectual and psychological interest of the students, content matters, ability of the teachers and the evaluative procedures. Teachers have the greatest potential to influence children's education. Students learn more when teachers employ systematic teaching procedures. Effective teachers are those who use systematic feedback with students about their performance. Teacher's effectiveness can be defined as on "act of faith". Teacher effectiveness is influenced by the effective teaching. Effective teaching is one of the criteria by which someone judge the teacher effectiveness. According to Ryans (1969) effective teaching should be relative to three major sets of conditions:

i) The social or cultural group in which the teacher operates, involves social values which frequently differ from person to person, community to community, culture to culture and time to time; ii) The grade level and subject matter taught; and iii) Intellectual and personal characteristics of the pupils taught.

Some of the factors that could have great influence on teacher's effectiveness apparently would be: Psycho-social Maturity, Locus of Control Organizational conflict, Intelligence, Academic background, Attitude towards teaching profession, Socio-economic status, Adjustment, Age, Teaching experience, Professional training, Gender, Level of aspiration, School climate, Job-satisfaction.

Thinking Style

"Of one thing we can be sure. The quality of our life in the future will be determined by the quality of our thinking" [Edward de Bono]

Thinking has a definite end or purpose. It is initiated to solve some difficulty or problem and ends in its solution. In the solution of the problems it does not resort to motor exploration but there is a mental manipulation of the objects, activities and experiences. According to Garrett," Thinking behavior which is often implicit and hidden and in which symbols like images, ideas, concepts are ordinarily employed.

Thinking style refers to the way an individual prefers to process and manage the intellect and knowledge (Zhang & Sternberg, 2000). Sternberg (2009) defined 5 dimensions, which are functions, forms, levels, scopes and leanings, and 13 thinking styles grouped under these dimensions in the theory of mental self-government. The description of these items are as follows-

Table 1.1 shows dimensions of thinking style

DIMENSIONS OF THINKING STYLES	SUB DIMENSIONS OF THINKING STYLE	DESCRIPTION
Functions	Legislative style	The person prefers tasks requiring creative strategies.
	Executive style	The person is more concerned with the implementation of tasks with set guidelines.
	Judicial style	The person focuses attention on evaluating the products of others'activities.

Forms	Monarchic style	The person prefers tasks that allow complete focus on one thing at a time.
	Hierarchical style	The person prefers to distribute attention across several tasks that are prioritised.
	Oligarchic style	The person prefers to work toward multiple objectives during the same period of time, but without setting clear priorities.
	Anarchic style	The person prefers working on tasks that require no system at all.
Levels	Local style	The person prefers tasks requiring working with details.
	Global style	The person pays more attention to the overall picture of an issue and to abstract ideas.
Scope	Internal style	The person prefers being engaged in tasks that allow working independently.
	External style	The person prefers being engaged in tasks that provide opportunities for developing interpersonal relationships.
Leanings	Liberal style	The person prefers novelty and ambiguity.
	Conservative style	The person adheres to existing rules and procedures in performing tasks.

Thinking styles frequently studied in educational concepts since thinking is the core of education and considered as being one of the components which shape the learning environment. Thinking styles are cognitive preferences, which affect how an individual behaves and feels, and selected as a cognition representative for this study.

Occupational stress

The concept of stress was first introduced in the life sciences by Selye Hans in 1936. It was derived from the Latin word 'stringere'; it meant the experience of physical hardship, starvation, torture and pain. Selye Hans, 1974 defined stress as "the non-specific response of the body to any demand placed upon it". Stephen Robbins (1999) defined stress as "a dynamic condition in which an individual is confronted with an opportunity, constraint or demand related to what he / she desires and for which the outcome is perceived to be both uncertain and important.

Occupational stress is known as stress at work. It occurs when there is a discrepancy between the demands of the workplace and that of individual's (Shernoff et al., 2011). Job stress, also known as occupational stress, has been defined as the experience of negative emotional states such as frustration, worry, anxiety and depression attributed to work related factors (Kyriacou, 2001).

Occupational stress has become increasingly common in teaching profession largely because of increased occupational complexities and increased economic pressure on individuals. A major source of distress among teachers is result of failure of school to meet the social needs and jobs demands of the teachers. The teacher must be aware of his clear role to build up the nation. Teachers are overburdened with regular teaching load. Occupational satisfaction is a necessary condition for a healthy growth of teacher's personality. In general, occupational stress arises from the working conditions/environment of a system, when we talk of stress among teachers. Many factors cause stress among teachers (Reddy, Poornima, 2012). With the changing socio-economic scenario and increasing unemployment, the values of teacher and their professional concerns associated with the job have undergone a change, increasing stresses and hassles of teachers.

Demographic variables

Demography is the scientific study of characteristics and dynamics pertaining to the human population. Demography requires the study of specific information that may be gathered from a population census or vital statistic records. Demography is the statistical study of all populations. It can be a general science that can be applied to any kind of dynamic population, that is, one that changes over time or space. It encompasses the study of the size, structure and distribution of populations, and spatial and/or temporal changes in them in response to birth, death, migration and aging (Cosio-Zavala 1999).

The United Nations (UN) Demographic Dictionary (1999) describes demography as the scientific study of human populations primarily with respect to size, their, structure and their development. Hodgkinson (1998) describes that demography is the study of human population ─ their size, composition and distribution across place ─ and the process through which populations change. Births, deaths and migration are 'big three' of demography, jointly producing population stability or change. Demographic variables greatly influenced the education and teaching. These variables play important role in student's education and the teachers teaching. These are some variables which effect the teacher effectiveness greatly or adversely- Union Membership, Industrial sector (public or private),Age, Sex / Gender, Race/ Ethnicity, Education Location of residence, Socioeconomic status (SES),Income, Employment status, Religion, Marital status, Language, Mobility.

1.1.0 Emergence of the problem

Education in any society does not depend so much on any other factor as on the teacher. The teacher is the pivot of any educational system. Teachers are called 'the torch bearers' of creating the social cohesion and a learning society. In educational process, a good and effective teacher occupies a place of tremendous importance. In the present day system of high sophistication and specialization, there is an unprecedented demand for effective teachers to lead the multitudes of school children on the path of enrichment and progress.

Secondary education is the transitory period of making and breaking. In this adolescent period, the students are passing through various physical and psychological changes. In order to cope with this stage of learning, high level of understanding is required to cap the benefits of mass organization. In this period there are many allurements open to the learner. There are also many temptations for the students in merry making. In any way, this period should be utilized to fashion their passions and energies for the constructive work of nation building. All the education experts feel it necessary to train the teachers who have to take the responsibility to handle this stage of learning. So the teaching at present has made the work of the teacher more challenging and difficult. Instead of having concern for himself only with a few patterns of effective presentation of subject matter, the modern teachers responsibility is to see that everything that goes on in the classroom is for all round development of the child. According to crow and crow "A good teacher and the quality of his teaching has always been of paramount to a free man and a free society." but in the present scenario of globalization the system of education changes with the needs of society. With the changing demands of the society teacher's role should be changing as the teachers pave the way to enlighten the society.

The teaching profession is one of the best professions. It is also a very big responsibility. As a teacher one have to set an example because the children watch teachers carefully. They observe several things their teachers do, and anything their teachers do knowingly and unknowingly, pick them up. Since teachers play such an important role in the process of value inculcation among their students so the teacher effectiveness is very important in the present education system.

The globalization and privatization of the education system in India forced the school education to be more competent so as to produce the stakeholders with better knowledge,

accommodativeness, skills and competencies which are essential for survival in the world. In tune with this, the Indian school education system had undergone rapid changes in terms of expansion, privatization, curricular reforms and pedagogical innovations. These changes have challenged the schools in terms of quality education, shortage of teachers of high caliber, ineffective teaching methods, outmoded curricular and evaluation system, lack of appropriate reading materials, poor infrastructure facilities, administration, inability to attract and retain talented minds and absence of academically conducive atmosphere. Further, the increasing role played by latest knowledge, skills, innovation and research in economic growth and development, the emergence of the information society and the need for quality education results in increased pressure on the teachers. These factors in-turn adversely affects the quality of our school education system and creates various stressors and strain in teachers which further deteriorates their performance. Continuous stress leads to strain which in turn make the individual to burnout in their workplace which further brings in job dissatisfaction. Teacher's performance is also effected by their thinking styles. Teachers thinking is closely associated with the achievement of the students. If a teacher wants to teach and truly interact with a student, he or she needs the flexibility to teach to different styles of thinking. But in present educational system teacher's burden, stress effects mostly their thinking style and ultimately the achievement of students. Demographic variables also play important role for teacher effectiveness. These variables are- gender, sex and locality which greatly influence the teacher effectiveness.

Teacher effectiveness is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow and teachers have to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is stressed, not have certain thinking style not only mars the present of the child but also the future. More over with the present system of education there is many numbers of schools in our country but condition of teacher deteriorate day by day in terms of working conditions, pay scale, location, equipment's and structure and the age old stereotyped teacher training program. From the above description some questions are arises in the researchers mind-

- What is the level of occupational stress in secondary school teachers?

- Do the demographic factors (gender, teaching experience and locality) explain the differences in occupational stress of secondary school teachers?
- What is the thinking style of secondary school teachers?
- Is there any relationship between thinking style and teacher effectiveness of secondary school teachers?
- Is there any relationship between occupational stress and teacher effectiveness of secondary school teachers?
- Is there any relationship between demographic factors and teacher effectiveness of secondary school teachers?

Therefore to find out the answers for these questions researcher has selected this problem.

1.2.0 Justification of the problem

Education is a priority in our society. The importance of the teacher in the educational process is unquestionable. In the educational institution, a teacher's role is crucial. The quality, competence, character and effectiveness of teachers are undoubtedly the most significant factors influencing the quality of education. The teacher is an employee of an institution where the future of the nation is being shaped. According to the first prime minister of India Jawaharlal Nehru "the future of the nation is being shaped in her classroom." Each teacher has the basic need to be understood, accepted and appreciated as a complete and unique human being. The basic need of the teacher is to strive, to fulfill, acquire self-esteem and self-worth so as to build an individual and unique identity.

Secondary education is an important sub-sector of the entire educational system. On the one hand, it provides the middle level work force for the economy and on the other; it acts as a feeder for the higher level of education. Higher education, which is expected to produce quality professionals in different fields, hinges on the quality of secondary education. This level of education, therefore, needs to be revamped is such a way that it prepares young men and women for the pursuit of higher education as well as prepares them to adjust to their practical lives meaningfully and productively. Secondary education is a stage where a student enters adolescence. This is the most crucial stage of life. The basic perceptions and modes of behavior start taking shape and problems of adjustment with the new roles in life assume critical

significance. Therefore, for this effective teacher is required who fulfill their needs in all prospect (National Education Policy 1998-2010).

There is increased consensus that highly qualified and effective teachers are necessary to improve student performance, and there is growing interest in identifying individual teacher's impact on student achievement. However it is clear that highly qualified teachers and having the necessary qualifications and certifications does not necessarily predict highly effective teachers. But the teacher effectiveness is the need of the hour because teachers play an important role in nation building if a teacher is free from all stress and strain, he will teach effectively in the classroom. His wisdom, knowledge and management in school will depend upon the level of thinking style and many on some demographic variables. Stress free environment helps the teacher to motivate and inspire the students. The whole edifice of education stands on the shoulders of the teachers his teaching motivates and inspires the future generations of the country.

Therefore it is generally believed that with the rapid change in the educational settings, educational tasks are more demanding. In a changing environment schools and teachers must face different types of problems, uncertainties and challenges. Educational goals seem to be more uncertain and complex education task are more demanding. Consequently the teachers' roles and teacher effectively playing the different role is all the more challenging.

Educationist, psychologists and other research workers have been concerned with teacher effectiveness at school or college level. Most of the attempt have been made to understand the phenomenon of teacher effectiveness and the factors or conditions that contributed to or facilitate the teacher effectiveness. Here some research studies relevant to the teacher effectiveness are presented.

Reza Norouzi et.al (2013) studied the relationship between Emotional Intelligence and Thinking Styles in Male and Female Students in Tehran. The results showed that there was a meaningful relationship between emotional intelligence and thinking styles of boy and girl students and emotional intelligence highly influenced the thinking styles of students.

Shweta tyagi (2013) studied the teaching effectiveness of secondary school teachers and their relation with demographic characteristics i.e. gender, social background, category, marital status, teaching subjects, age, qualification and school teaching experience of secondary school

teachers. Result shows that the demographic characteristics (social background, marital status, school teaching experience, teaching subjects and qualification) of secondary school teachers were influenced on different dimensions of their teaching effectiveness of secondary school teachers. On the other hand Muhammad Akram Aziz (2012) studied the Effects of demographic factors & teachers' competencies on the achievement of secondary school students in the Punjab. And revealed that teacher competence is greatly influenced by demographic factors (gender and income level). Ramakrishnan and Naseema (2012) studied thinking styles of Secondary School pupils in Kerala and it reveals that a major percentage of the students posses the characteristics of all dimensions of thinking styles. But a considerable percentage of secondary school pupils have low level of the characteristics of thinking styles.

Mondal et al. (2011) found a significant difference between male and female teachers, with male teachers having more psychological stress and physical stress than the female teachers. Also, male teachers were reported to be more insecure and emphasized financial concerns, while females expressed concerns about intrinsic facets of their jobs.

Sreenivasulu and Kumar reddy (2010) studied the impact of mental health and stress on teacher effectiveness of high school teachers and the study revealed that there is no significant impact of stress and mental health on teacher effectiveness. Abdul Gafoor (2010) studied the relationship of thinking style with physics achievement among higher secondary students and examined that type I thinking (legislative, judicial, global and liberal styles) favors long term but not short term achievement and type II thinking (executive, local, monarchic and conservative styles) favors short term but not long term achievement .legislative (among girls) and judicial (among boys) styles contribute to long term achievement and executive (Boys) style is unfavorable to long term achievement.

Satwinderpal Kaur (2008) studied the occupational stress in relation to teacher effectiveness among secondary school teachers and found that the less effective teachers are under a higher level of occupational stress than the highly effective teachers, while the female secondary school teachers are significantly under more occupational stress than their male counterparts. While Shukla (2008) revealed no significant difference in the relationship between perceived burnout and teaching effectiveness as perceived by teachers on the basis of subjects taught (Language, Social Science, Science). Li-Fang Zhang (2008) studied Teachers' Styles of Thinking: An

Exploratory Study and the study reveals that teachers could benefit from an awareness of the predictive relation of thinking styles to teaching styles because this finding signifies that teachers' thinking styles affect their teaching styles, a major indicator of teachers' teaching behavior.

Antoniou and Polychroni (2006) reported that increased occupational stress among teachers had weakened the efficiency of the teachers. Lau et al. (2005) studied that Hong Kong teachers without finishing professional training and of junior rank reported themselves to be more burned out. Sabu and Jangiah (2005) studied the occupational stress among teachers and found that the occupational stress had weakened the efficiency of the teachers. Jordan and Weerasinghe (1997) describe that students who are assigned to several ineffective teachers in a row have significantly lower achievement and gains in achievement than those who assigned to several highly effective teachers in sequence.

Some attempts have been made by researchers in the field of teacher education to describe teacher effectiveness of secondary school teachers in terms of qualities, attribute, characteristics and competencies exhibited or possessed by them. But only few attempts had been made to explore the role of various factors such as thinking style, occupational stress and demographic variables on teacher effectiveness. Thinking style is very important in education because without thinking teaching is not possible so teachers thinking style is very important now a days, to give quality education to secondary school students. Secondary school stage is the transitory period for the students and this is the base for whole education so at this stage quality education is required which is only transferred by effective teachers who are able to give the education with the certain thinking style which is necessary for them. Teaching without stress is also very important factor in these days which gives the teacher an environment to think, to teach and to evaluate students effectively.

On the other hand demographic factors are also play important role in and greatly affect the teacher's effectiveness in terms of experience, gender and locality. So the teacher effectiveness is very important for effective teaching and ultimately for students' progress and for their future hence the investigator felt worthwhile to undertake the present study.

1.3.0 STATEMENT OF THE PROBLEM

Researcher will take the problem of secondary school teachers and the problem entitled as:

A Study of Teacher Effectiveness in Relation to Thinking Style, Occupational Stress and Demographic Variables of Secondary School Teachers.

1.4.0 DEFINITIONS OF THE TERMS

1.4.1 Teacher Effectiveness-

Teacher effectiveness is defined in terms of effective teacher is who achieves the goals set by him or have set for him by others. An effective teacher must possess the knowledge and skills needed to attain the goals and must be able to use that knowledge and those skills appropriately if the goals are to be achieved. **(Anderson, 1991)**

Operational definition

In the present study teacher effectiveness means being effective as a teacher, not only being proficient with teaching processes that lead to student achievements, but also have certain characteristics like motivator, disciplined behavior, advisor and guide, relationship with pupils, fellow teachers, principal and parents, teaching skills, professional knowledge, general appearance and habits in relation to class room, class room management and personality characteristics who can facilitate positive change in people's lives.

1.4.2 Thinking style

Thinking style can be defined as a person's preference for a certain thinking process. It is a specific reasoning and problem solving strategy that helps to elucidate why people respond in different ways to problem. It's a preferred way of processing information and has a cognitive as well as an affective dimension. Thinking styles are cognitive because they are manifestations of reasoning and problem solving strategies acquired in the course of experience. However styles are also affective because they are influenced by attitude and interest and how an individual feels about a task. **(Sternberg, 1997)**

Operational definition

Thinking style is characteristic way of processing information It's the way to acquire knowledge, organize thoughts, form views and opinions, apply values, solve problems, make decisions, plan, and express ourself to others. In the present study thinking style is defined in 5 dimensions, which are functions, forms, levels, scopes and leanings, and 13 thinking styles grouped under these dimensions.(tabular description of the dimensions has been given in introduction page no-2 & 3)

1.4.3 Occupational stress

Occupational stress is a pressure of adverse influence, circumstances, etc. (such as the stress of teaching) that disturbs the natural physiological balance of the body. **(Robinson, 2007)**

Operational definition

In the present study the teachers occupational stress is operationally defined as the generalized agreement and disagreement of the opinion or attitude towards the feeling of stress at work in a institution and being measured in terms of its favourableness or unfavourableness estimated in five categories namely work load, students misbehavior, lack of professional recognition, lack of classroom resources and poor colleague relations.

1.4.4 Demographic variables

Demographics are the physical characteristics of a population such as age, sex, marital status, family size, education, geographic location, and occupation. Demographic, therefore, is concerned with the size and characteristics of human population, how they were attained, and how they are changing. (**Chesnais)**

Operational definition

In the present study demographic variables are those which effect teacher effectiveness adversely or positively and ultimately the students' progress. These variables are- experience, gender and locality. Experience is very important demographic factor which effects the teacher effectiveness likewise gender and locality (urban and rural) somehow also effect the teacher effectiveness.

1.4.5 Secondary school teachers

The teachers who are teaching at secondary level from class 6^{th} to 10^{th} are called secondary school teachers.

1.5.0 OBJECTIVES

1. To study the teacher effectiveness of secondary school teachers.
2. To study the thinking style of secondary school teachers.
3. To study the occupational stress of secondary school teachers.
4. To study the demographic variables of secondary school teachers.
5. To compare the teacher effectiveness of male and female secondary school teachers.
6. To compare the teacher effectiveness of urban and rural secondary school teachers.
7. To compare the thinking style of male and female secondary school teachers.
8. To compare the thinking style of urban and rural secondary school teachers.
9. To compare the occupational stress of male and female secondary school teachers.
10. To compare the occupational stress of urban and rural secondary school teachers.
11. To study the relationship of teacher effectiveness and thinking style of secondary school teachers.
12. To study the relationship of teacher effectiveness and occupational stress of secondary school teachers.
13. To study the relationship of teacher effectiveness and demographic variables of secondary school teachers.

1.6.0 HYPOTHESES

1. There will be no significant difference between teacher effectiveness of male and female secondary school teachers.
2. There will be no significant difference between teacher effectiveness of rural and urban secondary school teachers.
3. There will be no significant difference between thinking style of male and female secondary school teachers.
4. There will be no significant difference between thinking style of urban and rural secondary school teachers.

5. There will be no significant difference between occupational stress of male and female secondary school teachers.
6. There will be no significant difference between occupational stress of rural and urban secondary school teachers.
7. There will be no significant relationship between teacher effectiveness and thinking style of secondary school teachers.
8. There will be no significant relationship between teacher effectiveness and occupational stress of secondary school teachers.
9. There will be no significant relationship between teacher effectiveness and demographic variables of secondary school teachers.

1.7.0 DELIMITATIONS

1. The present study will be confined to teachers of science and arts streams working in Secondary Schools only.
2. The present study will be confined to teachers working in secondary schools affiliated to U.P Board of Secondary Education.
3. The present study will be delimited to the teachers working in secondary schools of Agra region (Agra, Firozabad, Mathura, and Mainpuri) of Uttar Pradesh.
4. The study will be confined to gender, experience, and locality as demographic variables.

1.8.0 METHODOLOGY

The methodology of the study has been stated in the following heads-

1.8.1 Method of the study

The descriptive survey method will be used by the researcher.

1.8.2 SAMPLE

A representative sample of 800 secondary school teachers will be randomly selected from the Agra region which includes Agra, Firozabad, Mathura, Mainpuri. From each district 10 urban and 10 rural schools will be randomly selected and from each school 5 male and 5 female teachers will be selected. The sampling procedure includes the following steps-

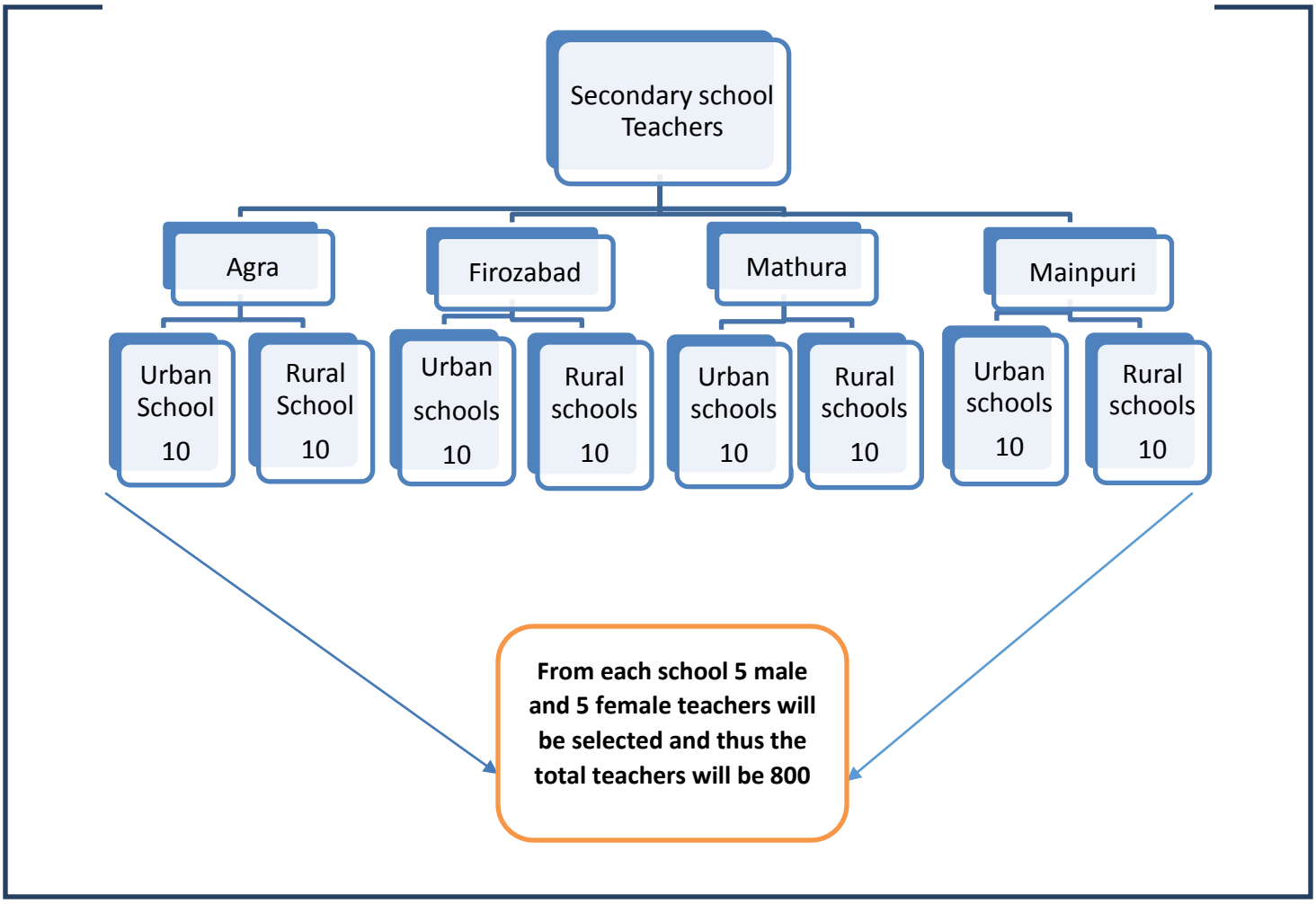

Figure 1.1 Exhibiting sampling design of the study

1.8.3 TOOLS

Researcher will use following tools in the study-

1) A self-made test will be used by the researcher to study the teacher effectiveness of secondary school teachers.

Justification of the tool- Researcher will prepare the tool to study the teacher effectiveness of secondary schools teacher. Teacher effectiveness scale will be based on five dimensions – (1) Preparation and planning for teaching (2) classroom management (3) knowledge of subject matter (4) teacher characteristics and (5) interpersonal relations

2) A self-made test will be used by the researcher to study the thinking style of secondary school teachers.

Description of the tool- likert type rating scale will be developed by the researcher to study the thinking styles of secondary school teachers. Tool will be based on dimensions, sub-dimensions and description of thinking style which has been given in table no 1.

3) Teachers occupational stress scale (TOSS) will be used by the researcher developed by Sajid Jamal and Abdul Raheem (2012).

Description of the tool- it is a 30 item likert type scale on 5 dimensions (work load, students misbehavior, lack of professional recognition, lack classroom resources and poor colleague relations.)

1.9.0 STATISTICAL TECHNIQUES

Researcher will use following statistical techniques:

1.9.1 DESCRIPTIVE STATISTICS

Certain descriptive statistics will be used in order to describe the nature and distribution of the scores obtained on the various tests so following method of statistical analysis will used in the present study:

Mean: The mean value will be computed as a measure of central tendency of the distribution of achievement scores.

Standard Deviation: This will be computed to study the variation in the scores and to do other various computations.

Graphical representation of data: This will be used to interpret the data through the bar diagrams, etc.

1.9.2 INFRENTIAL STATISTICS

Parametric inferential statistics will be used in present investigation to test the various hypotheses of the study, t- test and product moment correlation will be applied to draw definite conclusion on the basis of the obtained results.

Point biserial correlation will be computed to find coefficient of correlation between teacher effectiveness (continuous variable) and two other genuine dichotomous variables i.e sex and locality.

1.10.0 SIGNIFICANCE OF THE STUDY

The most fundamental way to improve the quality of education is through the improvement in teacher performance; therefore, it is required to identify the factors influencing teacher's competence. The effectiveness of the teacher becomes vital to face the emerging challenges of globalization and liberalization on the one side, and mushrooming of the educational institutions on the other side. Only the effective teachers can explore the hidden capacities of the students and mold their behavior into desirable directions. An effective teacher proves himself as an instrument to meet the desired goals of education. Who is an effective teacher and what are his attributes are important to be known, so as to make educational programme successful. Hence, a proper and systematic study in this respect is very essential. In the present era of globalization, there is fierce competition in every sphere of life. Quality education becomes mandatory to compete in the international global market, but quality of education depends upon the potential and efficacy of the teachers. It is an established fact that teacher's qualities, personality, character help the pupils to become good human beings thereby, contribute in building a knowledgeable and coherent society. In addition to the demographic variables, personal qualities like; qualifications, interest, thinking style, stress free environment are certain very important for the teacher, which affect his teaching and effectiveness. Undoubtedly, teaching has become a very stressful profession in present times. As occupational stress affects the physical and psychological well-being of teacher, it definitely influence his efficiency and performance. Stress free environment is important in teaching because frustrated soul in a teacher is capable of producing many frustrated souls in children. These children have to occupy places of significance in society and administration tomorrow, so teacher has to be very conscious about the repercussions of his wrong acts and unwilling performance. So, a teacher who is occupational stressed, not only mars the presents of the child but also the future. This study explored the effect of thinking style, occupational stress and demographic variables on teachers' effectiveness. The results of review of related literature revealed that teacher related sources of thinking style seems to have a greater impact on teaching performance. Thinking styles influence the teacher's behavior and ultimately the teaching. Thinking style and occupational stress is greatly related to

each other and consequently demographic factors are ultimately effect these factors. These variables greatly influenced the teacher effectiveness.

Teachers are dissatisfied with the educational policies and administration, pay and other benefits, material rewards and advancement. It will also help policy makers realize the reason for some choices made by teachers. Also, it will increase teachers' performance by influencing the teachers decisions based on mental health. The findings of the study will be helpful in the selection of right type of candidates for the teaching inn secondary schools and also for promotions of the teachers already in job. Significantly thinking style, occupational stress and demographic variables are very essential to the growth of educational system. Hence, the investigator attempts to study the effect of thinking style, occupational stress and demographic variables on teacher effectiveness.

REFRENCES

Anderson, V. L., Levinson, E. M., Barker, W., &Kiewra, K. R. (1999). The effects of meditation on teacher perceived occupational stress, state and trait anxiety, and burnout. School Psychology Quarterly, 14, 3–25.

Antoniou, A.S. & Polychroni, F. [2006]. Gender and age difference in occupational stress and professional burnout between primary and high school teachers in Greece. British Journal of Education Psychology, 21.

Aziz Muhammad Akram (2012). Effects of demographic factors & teachers' competencies on the achievement of secondary school students in the Punjab. Gomal University Journal of Research, 28(1).

Center of Advanced Study in Education (CASE). (2007). A study of the pre service secondary school teacher education programme in southern and central Gujarat regions for emerging divergent educational contexts.

Chesnais, J.C. (1999). Education and Demographic Moderation. Paris: PUF/INED.

Collins, N. (1986). New Teaching Skills. London: Oxford University Press,

Cosio-Zavala, M.E. (1999). Demographic Transition and Social Development in Low-income Countries. United Nations: Oxford University Press.

Dhillon J.S. and Kaur Navdeep. (2009). Teacher effectiveness in relation to their value patterns. Edutracks. Vol- 9. No. 3.

Hodgkinson, H. (1998). The Demographics of Diversity Principal. Washington, DC: Institute for Education Leadership.

Jordon M and Weerasinghe (1997). A Quality System of Education, milwuakee, Wisconsin: ASQC Quality Press.

Kaur Satwinderpal. (2008). Occupational stress in relation to teacher effectiveness among secondary school teachers. Edutracks. Vol.7, 10.

Kyriacou, C. (2001). Teacher Stress: Directions for Future Research. Educational Review, 53 (1), 27-35.

K. Abdul Gafoor (2010). Relationship of thinking style with physics achievement among higher secondary students of Kerala. Indian Educational Review. Vol 40 No.1.

Lau, P., Yuen, M., & Chan, R. (2005). Do demographic characteristics make a difference to burnout among Hong Kong secondary school teachers? Social Indicators Research Series, 25, 491–516.

Mondal, J., Shrestha, S., &Bhaila, A. (2011). School Teachers: Job stress and Job Satisfaction, Kaski, Nepal. International Journal of Occupational Safety and Health, 1, 27–33.

Ramakrishnan P and Naseema C (2012). Thinking style of Secondary school pupils in kerala. Edutracks vol.11 No.12.

Reddy, G.L., and Poornima, R. (2012). Occupational Stress and Professional Burnout of University Teachers in South India.International Journal of Educational Planning & Administration, 2, 109-124.

Reza Morouji Kouhdasht and Mohammad jafar Mahdian(2013). Relationship between emotional intelligence and thinking style in male and female students in Tehran. International journal of learning and development, vol 3, No 3.

Ryan, D.G. (1969). Characteristics of teachers. Delhi, sterling Pub (P) Ltd.

Sabu, S and Jangaiah, C. (2005). Adjustment and teachers stress. Edutracks, vol.5 No.1 pp 32-35.

Selye, H. (1974). "The stress of life". New York: McGraw-Hill.

Shernoff et.al (2011). A Qualitative Study of the Sources and Impact of Stress among Urban Teachers. School mental health.3, 59-69.

Shukla, I. (2008). Burnout and stress among secondary school teachers in relation to their teaching effectiveness. E-journal of All India Association for Educational Research (EJAIAER), 20(3 & 4).

Sreenivasulu B and Reddy Kumar. (2012). Teacher effectiveness in relation to mental health, stress and emotional intelligence. Edutracks. 11, 11.

Sternberg, R. J. (1997). Thinking styles. Cambridge: Cambridge University Press.

Sternberg, R. J., & Zhang, L. F. (2001). Perspectives on thinking, learning, and cognitive styles. London: Lawrence Erlbaum Associates, Publishers.

Tyagi Shweta. (2013). A Study of Teaching Effectiveness of Secondary School Teachers in Relation to their Demographic Characteristics. International Journal of Engineering and Innovative Technology (IJEIT). Volume 3, Issue 1, 288.

Zhang, L. F., & Sternberg, R. J. (2000). Are learning approaches and thinking styles related? A study in two Chinese populations. The Journal of Psychology, 134(5), 469–489.

Zhang, L. F. (2006). Does student-teacher thinking match/ mismatch matter in students' achievement? Educational Psychology, 26 (3), 395–409.